

UNIVERSITY OF MINNESOTA
Graduate School

Minutes of the Executive Committee
Thursday, June 6, 1963
11:30 A.M. Board Room, Campus Club

Present: Professors S. R. B. Cooke, A. Orville Dahl, W. P. Martin, C. L. Nelson, W. A. Russell, and D. R. Torbert; Drs. C. P. Beaman and Victor Johnson; Dean J. H. Kruskopf; Dean Bryce Crawford, presiding; Mrs. Shirley McDonald, Secretary.

1. Proposed Ph.D. Program in Electrical Science - A proposal for a Ph.D. degree in Electrical Science (Master's degree approved in December, 1961) has been referred to the Physical Sciences Group Committee for consideration. Action will be deferred until fall, 1963.
2. Reinstatement of the Ph.D. Program in Linguistics and Comparative Philology - Professor Torbert reported to the Committee that the Ph.D. program in Linguistics and Comparative Philology had been discontinued voluntarily in 1953 by the department because "its offerings were not wide enough or numerous enough to offer an adequate doctorate." During the past three years, however, there have been new developments including the addition to the staff of several faculty members whose primary duties will be in the field of linguistics. The Language and Literature Group Committee have studied the proposal and recommended that the Ph.D. program be re-established.

The Executive Committee VOTED unanimously to reinstate the Ph.D. in Linguistics and Comparative Philology. A copy of the proposal, course offerings, and faculty listing is filed with these minutes.

3. The Place of the Minor in the Ph.D. - Dean Crawford submitted to the Executive Committee a suggested plan outlining basic requirements for a flexible minor in the Ph.D. (A copy is attached to these minutes.) The Committee agreed that the proposal be presented to the Graduate Faculty and that comments and suggestions be invited. Dean Crawford will include the proposal with his Newsletter to be sent to the Graduate Faculty early in the week of June 10.
4. Plan B "starred" Papers - This discussion was initiated because it has been reported that Plan B papers are not always available to the examining committee at the final examination. Since there is a variety of practices in regard to the Plan B papers, it was agreed that the examining committees state their requirements rather than establishing a general Graduate School ruling on the collection and distribution of the starred papers.

The statement in the Graduate School Bulletin will be amended to emphasize the requirement that these reports be made available to the examining committee by the student.

Professor Nelson reported that the Social Sciences Group Committee discussed the requirement of the written reports in connection with the Plan B Master's program and concluded that the requirement should be interpreted as follows: "That in the case of collaborative research projects, an individual participant who desires to base one or more of his Plan B papers on the

cooperative research will be required to write his research paper independently on some phase of the collaborative effort."

There was also a clarification of the phrase "independent work under faculty supervision" in respect to the written reports for the Plan B program. Such independent work must be connected with approved graduate courses.

5. Proposed Graduate Programs in Hospital Pharmacy and Mathematical Education - Dean Crawford sought the Committee's opinion on the suggestion that special or ad hoc committees be appointed to study proposals for programs in Hospital Pharmacy, Mathematical Education, and others which do not seem to fall clearly within the jurisdiction of one of the graduate group committees. Such committees would include representatives from the various areas involved in the programs.

The Executive Committee agreed with the idea and the dean will make the committee appointments.

6. Graduate School Office Staff Changes - Dean Crawford reported on some of the staff and position changes which will go into effect this summer. John Haugland will begin as assistant dean in August. He will replace James Kruskopf who is leaving the Graduate School to take a position as teacher and counselor in a high school. The dean and the Committee expressed appreciation to Mr. Kruskopf for his many services this past year.

Miss Ruth Chovancek, of the Graduate School Files and Records Division, will take the newly established position of statistician on July 1. Improved methods in records-keeping, data storage, following degree progress, and increasing services to the graduate students and faculty will be the primary functions with which Miss Chovancek will be concerned.

Dean Crawford thanked the Executive Committee for their work throughout the year. There was general agreement that the monthly meetings had been most helpful both to the Graduate School and the Committee.

Respectfully submitted,

Shirley McDonald
Secretary

June 10, 1963

PROPOSED CHANGES IN MINOR REQUIREMENTS

During the past year, stimulated by specific requests by several departments, we have been discussing the minor requirements for the Ph.D. and possible directions in which they might be changed. The Executive Committee has discussed this question to a greater or less extent at almost all of its regular monthly meetings; the several group committees have discussed the question; and we have had the benefit of opinion from a number of departmental faculty discussions and from individual members of the faculty. There is, of course, variation of opinion among us, and it is recognized that the best form of minor requirement varies among the different fields. From these discussions there seems to have emerged a consensus that some changes might be advisable in our overall Graduate School requirements regarding Ph.D. minors. The Executive Committee, with continuing advice from the group committees, has sought to devise procedures which would allow the types of change which seem to be desirable. The proposal outlined here is by no means a final form; it represents the fruits of the present discussions, and we hope during 1963-64 to revise the proposal into appropriate final action, with the benefit of comments and suggestions and advice from the graduate faculty.

There does seem to be general agreement on certain points. The first of these is the proposition that the "normal minor" as presently required does not always best serve the needs of the student seeking appropriate development toward the doctoral level; this of course varies markedly from one field to the next. Indeed, for some fields of a bridging or interdisciplinary nature, such as Chemical Physics, our presently approved program does not include a normal minor. However, as a second point, there does seem to be general agreement that, in the program leading to the doctoral degree, some breadth of study should be retained, some requirement of mastery in fields related to the major discipline, though perhaps not a degree of mastery consonant with the normal minor requirements. A third proposition which seems to command general agreement is the retention of a corporate advising of a graduate student; that he receive advice and counsel not solely from his research adviser, or from the faculty of his major field, but that in laying out his program he draw upon the advice of several members of the graduate faculty. A fourth point of agreement is that, however we may wish to change the overall Graduate School requirements, the normal minor in its present form should remain available, both in connection with major fields where the normal minor is felt to be useful by the graduate faculty and in cases where the student himself, for a variety of possible reasons, wishes to develop the appropriate mastery of a minor field.

The proposal under discussion would modify the present requirement to provide, as an alternative to the normal minor (which would continue to be available), the requirement of a "coherent program in related fields," which would require not less than one-sixth of the total time of the doctoral program, involving some 18 to 22 quarter credits of study. It is to be emphasized that a "coherent program" must be offered; a pattern of

study perhaps embracing several separate disciplines but clearly forming a purposeful program with the same type of supporting relation to the major field as the present normal minor requirement. A random sampling of courses spread about various fields would not be approved.

The question arises as to who would advise the student in formulating such a "coherent program," and who would give initial approval--in short, who would function as the minor adviser does in connection with the normal minor. The proposal is that the Graduate School, acting on the recommendation of the departments concerned and the group committees, would appoint an appropriate number of Graduate Counsellors, each designated in connection with a particular major to act as adviser for students wishing to use the "coherent program." Undoubtedly a student would receive some advice and suggestions from his major adviser, as indeed now commonly occurs in the student's first blocking out of his minor program; but the final working out of the "coherent program" would be accomplished with the advice of a designated Graduate Counsellor. The Graduate Counsellor would probably be chosen from the graduate faculty of the student's major field, though this is not necessarily contemplated for all cases. Thus, the designated Graduate Counsellor for coherent programs of students majoring in Physics might conceivably be a mathematician or a chemist. In any case, he would be a scholar chosen both for his own breadth of interest and for his broad knowledge of the resources available in the University, so that his advice to a student formulating a "coherent program" would be of real value.

Under this proposal the ultimate responsibility for recommending approval of a proposed "coherent program" would remain with the group committee, as is presently the case for the normal minor. And, as is presently the case with the normal minor, the stipulation would continue to be made that the "coherent program" should be formulated, and the entire doctoral program submitted to the Graduate School as early as possible after the completion of one full academic year, normally in the fourth quarter of a student's Graduate School registration.

Dean Crawford

PROPOSAL

BY the Committee of
The Program in Linguistics
for the reinstatement of the
PhD Degree

prepared by

D. C. Swanson
April 21, 1963

[pp. 2 & 5 revised 5/23/63]

1. Introduction

At its inception in the 1940's the Program of Linguistics and Comparative Philology offered the BA, the MA, and the PhD. After a few years, that is about 1953, the Committee voluntarily abandoned the PhD part of its program.

(Two candidates, who had previously completed their course-work, were permitted to^d finish the doctorate.)

Several factors evidently led to this decision. One was the adverse language vote in SLA which cut down the number of potential majors in languages. Another was the changing nature of the field, since linguistics was, at the very moment of the inception of the Program, already broadening its base to include new offshoots, such as descriptive linguistics and dialectology. The Committee realized that its offerings were not wide enough nor numerous enough to offer an adequate doctorate.

In the past three years several important changes in the situation have come about. A new language requirement for SLA, although not completely effective in the opinion of many, nevertheless has introduced languages to more students and has encouraged some to go on into linguistics. Other schools have set up graduate programs. Most important, we have acquired a new group of young, vigorous linguists, thru the cooperation of the language departments and Dean McDiarmid. Without losing any of the older aspects of the discipline (e.g. historical linguistics) we have been able to add to the content and method of the field in the light of recent developments.

The Program respectfully requests of the Graduate School permission to reinstitute the doctorate in Linguistics and Philology. In the following pages are details about the graduate staff, the courses (existing or proposed), linguistic dissertations in other departments, and peripheral annexes to the field. These details are intended to support our request.

Donald C. Swanson
chairman
April 21, 1963

2. Graduate Staff

Arranged by departments. Only those members of the whole committee who actually teach courses numbered 100 or above are listed here. (Some new courses now planned would add other members.)

Anthropology: R. Spencer

Classics: D. C. Swanson

German: Cecil Wood (also Scandinavian), D. Steinmetz

English: H. B. Allen; Lee Pedersen (begins Fall 1963)

Romance Languages: H. Williams (begins Fall 1963), L. Mantini, R. Narváez

Slavic & Oriental: Wm. Schmalstæg (Slavic), T. Irving, P. Staneslow

3. Doctoral dissertations 1948-63 (in linguistics)

Linguistics: Herbert Merzbach (advisor: Spencer) 1954

German: none

Classics: Dorothy M. Clay (Swanson) 1957

Romance languages: Richard Narváez (Fattison & Swanson) 1959

English: Virginia Glenn (H. Allen) 1954

Education: Jean Malmstrom (Allen)

Naguib Greis (Allen) 1963

Eloise Courter (Allen) 1963

Anthropology: no information available

4. Proposed Program.

(Copied from Graduate Bulletin with changes.)

LINGUISTICS AND COMPARATIVE PHILOLOGY

Prerequisites -- For major work, not less than 6 quarter credits above 50 in each of 2 foreign languages, 1 of which must be German or Latin. For minor work, not less than 6 quarter credits above 50 in a foreign language. See also requirements for B.A. degree in this program.

Master's Degree--Offered under Plan B; Plan A may be followed by petition. Reading knowledge of Latin and German and an elementary knowledge of a third foreign language are ordinarily required of all candidates.

Doctor's Degree--The M.A. Degree (or an equivalent in course work) is a prerequisite to registration for the PhD.

Program--Candidates will work toward competence in several of the following subfields: ^{two} ~~three~~ for the MA, ^{four} ~~all five~~ for the PhD.

1. General linguistics
2. Fluency in a modern language and knowledge of its structure and history.
3. Linguistic and philological competence in an ancient language (e.g. Old Norse, Greek, Old French, Classical Arabic).
4. A non-Indo-European language, such as Arabic, Chinese, Hebrew, or Japanese: one year minimum of serious study.
5. English linguistics: history and structure.

delete ~~Note. For those minoring in Linguistics, two of the above are required for the MA Degree and three for the PhD Degree.~~

Students interested in languages and linguistics and who would like to prepare themselves professionally for a career in language teaching, linguistic research, lexicography, dialectology (and other field work), or

in historical and cultural studies based on linguistics and philology, are encouraged to consult the program director. Tentative programs can be worked out to suit backgrounds and needs of qualified students.

The aim of the program is to train competent students in the whole spectrum of modern linguistics, students who are at home in both descriptive-structural and historical-comparative fields as well as in the use of teaching and recording devices and research tools such as simple statistics and the digital computer.

Courses

GENERAL

Anth 180-181-182 For details see Index for Anthropology
Clas 106-107. For details see Index for Classics
Ling 151-152-153. Readings course. (1-3 cr per qtr; open only to majors)
staff

CLASSICS

Grk 101. Structure of Greek
Lat 133. Vulgar Latin
Skt 128-129-130. Readings in Sanskrit
(For details, see Index for Classics)

ENGLISH

Engl 100-102-103. Old English (etc.)
Engl 165-166. Modern English (Introd.; Historical Backgrounds)
Engl 174. American English
Engl 204-205-206. History, Structure, Studies in: English
(For details, see Index for English.)

GERMANIC LANGUAGES

Ger 110-111. Middle High German Language
Ger 113 History of the German Language
Ger 113. Gothic
Ger 114-115. Methods of Comparative Germanic Linguistics
Ger 119-120-121. Old High German; Old Saxon
Ger 157-158-159. Old Norse Language and Literature
(For details, see Index for German)

Courses (cont.)

ROMANCE LANGUAGES

Fren 107-108-109. Structure of French
Fren 171-172-173. History of French Language
Fren 204-205-206. Readings in Old French Literature
Fren 207-208-209. Old Provençal
Span 107-108-109. Structure of Modern Spanish
Span 171-172-173. History of Spanish Language
Span 241-242-243. Old Spanish Philology
Span 244-245-246. Readings in Old Spanish Literature
(For details, see Index for Romance Languages.)

SLAVIC AND ORIENTAL LANGUAGES

Slavic

Russ 125-126-127. History and Structure of Russian
Slav 113-114-115. Old Church Slavic (Old Bulgarian)
Slav 161-162-163. Comparative Balto-Slavic Grammar

Arabic

Arab 105. Structure of Arabic.

Indic

Indic 105. Structure of Hindi.

5. Teaching and Research Facilities.

1. The phonetics center and the language laboratory are at present adequate, but as more teachers go over to the linguistic method (i.e. oral drill of patterns), the facilities will need tremendous expansion.
2. Library holdings in the area of linguistics are in general very good; we are especially excellent in German and Classical languages, Linguistic Atlases, periodicals and monograph series. The Library, within the framework of its budget, has been very sympathetic with our needs.
3. Laboratory phonetics. The Speech department reportedly has one of the best equipped laboratories for research in phonetics in the country.
4. Linguistic research on computers is made possible by the availability of the UNIVAC solid-state 80 on the campus. There are prepared programs to do lexical research and soon there will be programs to handle syntactic problems on a large scale.
5. Outside contacts. The Twin Cities area provides several outlets and resource groups for our Linguistics program. The half-dozen local colleges may furnish us with potential degree candidates and with positions to be filled. The computer industry is one of the largest in the world. The commercial tape program producer, EMC, although it lacks some badly needed consultancy, has a record of cooperation with us in their program of language tapes. Further and more fruitful growth of this outlet is a desideratum of the immediate future.